

upon them, young men—eager, enthusiastic, and hopeful—will be all the better able to learn in the dear school of their own experience.

I am led, therefore, on every favorable occasion to speak on subjects of clinical interest, and to reflect in my addresses the style of teaching which I believe to be of value in the shaping of the student's views of his profession. Our object is, first, to make faithful, truthful, sound, and skilful healers of the sick.

Dr. Oliver Wendell Holmes, in his delightful essay on "Scholastic and Bedside Teaching," gives expression to eternal truths in medical education. They guided instruction at Harvard in 1865. They still guide it in 1909. "The most essential part of a student's instruction," he said, "is obtained, as I believe, not in the lecture-room, but at the bedside." ("Scholastic and Bedside Teaching.")

"I am in little danger of understating anatomy and physiology, but as each of these branches splits up into specialties any one of which may take up a scientific lifetime, I would have them taught with a certain judgment and reserve, so that they shall not crowd the more immediately practical branches." . . . "The bedside is always the true centre of medical teaching."

. . . "We are continually appealing to special facts" (of experience). "We are willing to give Liebig's artificial milk when we cannot do better, but we watch the child anxiously whose wet-nurse is a chemist's pipkin. A pair of substantial mammary glands has the advantage over the two hemispheres of the most learned professor's brain, in the art of compounding a nutritious fluid for infants." . . . "The humble beginner who is alarmed at the vast fields of knowledge opened to him may be encouraged by the assurance that with a very slender provision of science in distinction from practical skill, he may be a useful and acceptable member of the profession to which the health of the community is entrusted."

On November 6, 1861, Oliver Wendell Holmes delivered an introductory lecture to the incoming class at the Harvard Medical School on "Border Lines in Medical Sciences." "Science," he said, "is the topography of ignorance. From a few elevated points we triangulate vast spaces, inclosing infinite unknown details." . . . "The best part of our knowledge is that which teaches us where knowledge leaves off and ignorance begins."